



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2009  
Code: 10161176  
SAU: Biddeford School Department  
School: Biddeford Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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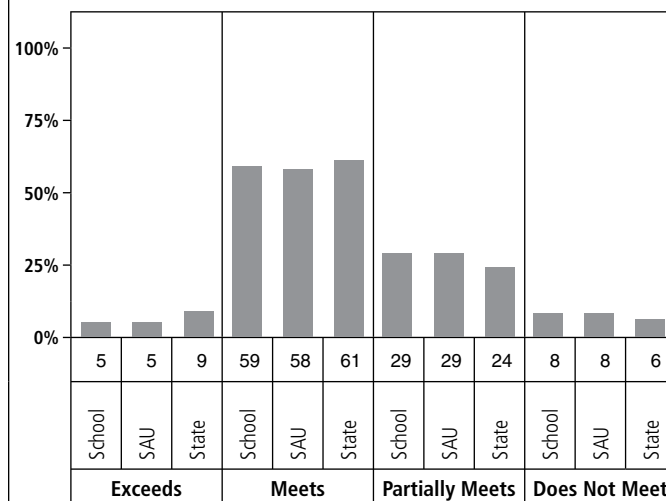
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 6  
SAU: Biddeford School Department  
School: Biddeford Middle School

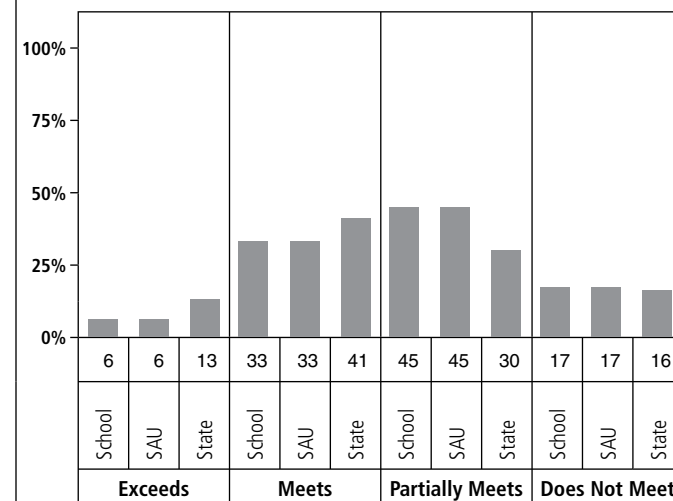
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	648	648	646
2007–2008	645	644	648
<b>2008–2009</b>	<b>644</b>	<b>644</b>	<b>647</b>
Cum. Avg.*	646	645	647
<b>Mathematics</b>			
2006–2007	642	641	643
2007–2008	639	639	642
<b>2008–2009</b>	<b>640</b>	<b>640</b>	<b>643</b>
Cum. Avg.*	640	640	643

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 6  
SAU: Biddeford School Department  
School: Biddeford Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics						School		SAU		State	
	n %		n %		n %		n %		n %		n %		n %		n %		n %		n %		n %		n %	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	211	100	214	100	14251	100	208	99	211	99	14150	99	207	98	210	98	14156	100						
<b>Ethnicity</b> African American/Black	3	1	3	1	421	3	3	100	3	100	412	98	3	100	3	100	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	5	2	5	2	212	1	5	100	5	100	210	99	5	100	5	100	212	100						
Hispanic	3	1	3	1	181	1	3	100	3	100	177	98	3	100	3	100	178	99						
Caucasian/White	200	95	203	95	13309	93	197	99	200	99	13224	100	196	98	199	98	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	41	19	44	21	2468	17	40	98	43	98	2423	99	40	98	43	98	2426	99						
<b>Current LEP</b>	4	2	4	2	341	2	4	100	4	100	330	97	4	100	4	100	338	99						
<b>Economically disadvantaged</b>	100	47	100	47	5780	41	98	98	98	98	5724	99	97	97	97	97	5725	99						
<b>Migrant</b>	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						School		SAU		State	
	School		SAU		State		School		SAU		State		School		SAU		State	
	n %		n %		n %		n %		n %		n %		n %		n %		n %	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	166	79	166	78	11369	80	165	78	165	77	11373	80						
Identified disability (PET/IEP)	1	1	1	1	355	3	1	1	1	1	371	3						
LEP	3	2	3	2	167	1	3	2	3	2	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
<b>Participation with accommodations</b>	32	15	33	15	2594	18	32	15	33	15	2605	18						
Identified disability (PET/IEP)	29	91	30	91	1881	73	29	91	30	91	1877	72						
LEP	1	3	1	3	155	6	1	3	1	3	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	2	6	2	6	519	20	2	6	2	6	532	20						
<b>Participation through alternate assessment (PAAP)</b>	10	5	12	6	187	1	10	5	12	6	178	1						
Identified disability (PET/IEP)	10	100	12	100	187	100	10	100	12	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	26	0	0	0	0	0	25	0						
<b>Non-participation – other</b>	3	1	3	1	75	1	4	2	4	2	70	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 6  
SAU: Biddeford School Department  
School: Biddeford Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	19	10	19	10	1132	8
	2007-2008	8	4	8	4	1817	13
	<b>2008-2009</b>	<b>10</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>1309</b>	<b>9</b>
	Cum. Total*	37	6	37	6	4258	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	113	59	113	59	8127	57
	2007-2008	110	58	112	58	8072	57
	<b>2008-2009</b>	<b>116</b>	<b>59</b>	<b>116</b>	<b>58</b>	<b>8564</b>	<b>61</b>
	Cum. Total*	339	59	341	58	24763	59
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	46	24	46	24	3549	25
	2007-2008	57	30	57	29	3194	23
	<b>2008-2009</b>	<b>57</b>	<b>29</b>	<b>58</b>	<b>29</b>	<b>3291</b>	<b>24</b>
	Cum. Total*	160	28	161	28	10034	24
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	13	7	14	7	1478	10
	2007-2008	15	8	17	9	981	7
	<b>2008-2009</b>	<b>15</b>	<b>8</b>	<b>15</b>	<b>8</b>	<b>799</b>	<b>6</b>
	Cum. Total*	43	7	46	8	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	31.5	56.3	31.4	56.1	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.2	56.0	11.2	56.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	20.2	56.1	20.2	56.1	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 6  
 SAU: Biddeford School Department  
 School: Biddeford Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	198	10	5	116	59	57	29	15	8	644	199	5	58	29	8	644	13963	9	61	24	6	647
<b>Ethnicity</b>																						
African American/Black	3										3						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	5	0	0	4	80	1	20	0	0	649	5	0	80	20	0	649	206	18	56	20	6	649
Hispanic	3										3						174	5	55	33	7	644
Caucasian/White	187	10	5	108	58	56	30	13	7	644	188	5	57	30	7	644	13055	9	62	23	5	647
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	30	0	0	9	30	14	47	7	23	636	31	0	29	48	23	636	2236	1	30	48	22	637
No	168	10	6	107	64	43	26	8	5	646	168	6	64	26	5	646	11727	11	67	19	3	649
<b>Current LEP</b>																						
Yes	4										4						322	2	39	37	21	638
No	194	10	5	114	59	56	29	14	7	644	195	5	58	29	7	644	13641	10	62	23	5	647
<b>Economically disadvantaged</b>																						
Yes	92	2	2	41	45	38	41	11	12	641	92	2	45	41	12	641	5617	4	54	33	9	643
No	106	8	8	75	71	19	18	4	4	647	107	7	70	19	4	647	8346	13	66	17	3	650
<b>Migrant</b>																						
Yes	0										0						4					
No	198	10	5	116	59	57	29	15	8	644	199	5	58	29	8	644	13959	9	61	24	6	647
<b>Gender</b>																						
Female	98	6	6	56	57	27	28	9	9	644	98	6	57	28	9	644	6743	13	63	20	4	649
Male	100	4	4	60	60	30	30	6	6	644	101	4	59	31	6	644	7220	6	60	27	7	645
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	31	0	0	12	39	17	55	2	6	639	31	0	39	55	6	639	1408	4	41	43	12	641
No	167	10	6	104	62	40	24	13	8	645	168	6	62	24	8	645	12555	10	64	21	5	648
<b>Gifted/talented program</b>																						
Yes	0										0						636	39	59	2	0	659
No	198	10	5	116	59	57	29	15	8	644	199	5	58	29	8	644	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 6  
SAU: Biddeford School Department  
School: Biddeford Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	7	3	21	3	21	7	50	1	7	644	7	21	21	50	7	644	6	5	47	32	16	642
B. less than one hour	63	4	3	75	61	33	27	11	9	643	63	3	60	27	9	643	59	9	62	24	5	647
C. one to two hours	27	3	6	34	64	15	28	1	2	646	27	6	64	28	2	646	32	11	64	21	4	648
D. more than two hours	3	0	0	3	50	2	33	1	17	644	3	0	50	33	17	644	3	10	50	26	13	644
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	26	5	10	32	64	10	20	3	6	648	25	10	64	20	6	648	31	17	66	14	3	651
B. good	49	5	5	60	62	25	26	7	7	644	50	5	61	27	7	644	48	8	64	23	5	647
C. fair	22	0	0	21	49	19	44	3	7	641	22	0	49	44	7	641	18	2	48	40	10	641
D. poor	3	0	0	2	33	3	50	1	17	638	3	0	33	50	17	638	2	1	34	47	18	638
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	32	6	10	43	69	10	16	3	5	647	31	10	69	16	5	647	38	13	65	18	3	650
B. They match some of what I have learned.	53	4	4	62	60	33	32	5	5	644	53	4	60	32	5	644	49	8	63	24	5	647
C. They match just a little of what I have learned.	14	0	0	9	33	14	52	4	15	638	14	0	32	54	14	638	10	5	48	36	11	642
D. There is no match.	2	0	0	1	33	0	0	2	67	633	2	0	33	0	67	633	3	3	35	38	24	639
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	16	0	0	18	58	9	29	4	13	640	16	0	56	31	13	640	16	7	52	30	11	644
B. about the same as my regular schoolwork	66	6	5	78	60	38	29	7	5	644	66	5	60	29	5	644	66	10	64	22	4	648
C. easier than my regular schoolwork	18	4	11	18	51	10	29	3	9	647	18	11	51	29	9	647	17	11	61	22	5	648
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	7	0	0	7	50	6	43	1	7	640	8	0	47	47	7	640	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	60	4	3	65	56	40	34	7	6	644	59	3	56	34	6	644	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	33	6	9	41	64	11	17	6	9	646	33	9	64	17	9	646	35	16	67	14	3	651
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	49	4	4	55	58	27	28	9	9	643	48	4	58	28	9	643	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	49	6	6	57	60	27	28	5	5	645	49	6	59	29	5	645	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	2	40	3	60	0	0	645	3	0	40	60	0	645	3	3	53	29	15	642
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	24	2	4	29	62	14	30	2	4	644	24	4	62	30	4	644	23	15	65	16	4	650
B. 20 minutes to an hour	44	6	7	55	63	19	22	7	8	646	45	7	63	23	8	646	49	10	64	22	4	648
C. less than 20 minutes	16	2	6	21	66	8	25	1	3	645	16	6	66	25	3	645	11	6	58	29	7	645
D. I rarely read at home.	15	0	0	10	33	16	53	4	13	638	15	0	33	53	13	638	17	2	51	36	11	642
<b>Optional school/SAU question</b>																						
A.	33	0	0	0	0	0	0	2	100	627	33	0	0	0	100	627						
B.	17	0	0	0	0	0	0	1	100	622	17	0	0	0	100	622						
C.	33	0	0	2	100	0	0	0	0	646	33	0	100	0	0	646						
D.	17	0	0	1	100	0	0	0	0	644	17	0	100	0	0	644						

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 6  
SAU: Biddeford School Department  
School: Biddeford Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	16	8	16	8	2092	15
	2007-2008	10	5	10	5	1474	10
	<b>2008-2009</b>	<b>11</b>	<b>6</b>	<b>11</b>	<b>6</b>	<b>1807</b>	<b>13</b>
	Cum. Total*	37	6	37	6	5373	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	80	42	80	42	5731	40
	2007-2008	65	34	65	33	6008	43
	<b>2008-2009</b>	<b>65</b>	<b>33</b>	<b>65</b>	<b>33</b>	<b>5662</b>	<b>41</b>
	Cum. Total*	210	36	210	36	17401	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	68	36	68	35	4175	29
	2007-2008	82	43	83	43	4244	30
	<b>2008-2009</b>	<b>88</b>	<b>45</b>	<b>89</b>	<b>45</b>	<b>4219</b>	<b>30</b>
	Cum. Total*	238	41	240	41	12638	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	27	14	28	15	2308	16
	2007-2008	34	18	37	19	2346	17
	<b>2008-2009</b>	<b>33</b>	<b>17</b>	<b>33</b>	<b>17</b>	<b>2290</b>	<b>16</b>
	Cum. Total*	94	16	98	17	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	28.0	50.0	28.0	50.0	30.6	54.6
<b>A. Number</b>	<b>18</b>	<b>32</b>	8.8	48.9	8.8	48.9	10.3	57.2
<b>B. Data</b>	<b>12</b>	<b>21</b>	6.3	52.5	6.3	52.5	6.6	55.0
<b>C. Geometry</b>	<b>14</b>	<b>25</b>	6.8	48.6	6.8	48.6	7.3	52.1
<b>D. Algebra</b>	<b>12</b>	<b>21</b>	6.2	51.7	6.1	50.8	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 6  
 SAU: Biddeford School Department  
 School: Biddeford Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	197	11	6	65	33	88	45	33	17	640	198	6	33	45	17	640	13978	13	41	30	16	643
<b>Ethnicity</b>																						
African American/Black	2										2						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	5	0	0	2	40	3	60	0	0	644	5	0	40	60	0	644	208	18	47	23	12	647
Hispanic	3										3						175	5	31	41	23	638
Caucasian/White	187	10	5	63	34	82	44	32	17	639	188	5	34	44	17	639	13063	13	41	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	30	0	0	7	23	13	43	10	33	632	31	0	23	45	32	632	2248	3	18	33	46	629
No	167	11	7	58	35	75	45	23	14	641	167	7	35	45	14	641	11730	15	45	30	11	646
<b>Current LEP</b>																						
Yes	4										4						331	3	22	35	40	631
No	193	11	6	63	33	86	45	33	17	640	194	6	32	45	17	640	13647	13	41	30	16	643
<b>Economically disadvantaged</b>																						
Yes	90	1	1	22	24	47	52	20	22	635	90	1	24	52	22	635	5620	6	33	37	25	637
No	107	10	9	43	40	41	38	13	12	643	108	9	40	39	12	643	8358	18	45	26	11	647
<b>Migrant</b>																						
Yes	0										0						4					
No	197	11	6	65	33	88	45	33	17	640	198	6	33	45	17	640	13974	13	41	30	16	643
<b>Gender</b>																						
Female	96	6	6	22	23	46	48	22	23	637	96	6	23	48	23	637	6738	12	40	32	16	642
Male	101	5	5	43	43	42	42	11	11	642	102	5	42	42	11	642	7240	14	41	29	16	644
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	30	0	0	2	7	21	70	7	23	634	30	0	7	70	23	634	1410	3	24	41	32	634
No	167	11	7	63	38	67	40	26	16	641	168	7	38	40	15	641	12568	14	42	29	15	644
<b>Gifted/talented program</b>																						
Yes	0										0						637	65	32	3	0	665
No	197	11	6	65	33	88	45	33	17	640	198	6	33	45	17	640	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 6  
 SAU: Biddeford School Department  
 School: Biddeford Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	7	0	0	5	38	4	31	4	31	636	7	0	38	31	31	636	6	7	32	28	32	636
B. less than one hour	63	5	4	35	28	61	50	22	18	638	63	4	28	50	18	638	59	13	41	30	16	643
C. one to two hours	27	5	9	22	42	21	40	5	9	643	27	9	42	40	9	643	32	14	41	31	14	644
D. more than two hours	4	1	14	3	43	2	29	1	14	646	4	14	43	29	14	646	3	11	31	33	26	639
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	33	6	9	27	42	26	41	5	8	644	33	9	42	41	8	644	30	27	45	18	9	651
B. good	47	5	5	28	31	45	49	13	14	640	46	5	31	49	14	640	46	9	45	31	15	643
C. fair	15	0	0	9	31	14	48	6	21	637	15	0	30	50	20	637	20	2	29	43	26	635
D. poor	6	0	0	1	9	3	27	7	64	621	6	0	9	27	64	621	4	1	15	46	38	630
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	29	6	11	19	33	23	40	9	16	642	29	11	33	40	16	642	35	18	42	27	13	646
B. They match some of what I have learned.	49	5	5	37	38	44	45	11	11	641	50	5	38	46	11	641	50	11	43	31	15	643
C. They match just a little of what I have learned.	18	0	0	9	25	18	50	9	25	635	18	0	25	50	25	635	13	8	31	36	26	638
D. There is no match.	3	0	0	0	0	3	50	3	50	626	3	0	0	50	50	626	3	5	16	27	51	628
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	43	2	2	27	33	40	48	14	17	638	43	2	32	49	17	638	32	7	40	34	20	640
B. about the same as my regular schoolwork	51	9	9	34	34	41	41	15	15	641	51	9	34	41	15	641	56	13	42	30	15	644
C. easier than my regular schoolwork	6	0	0	3	25	7	58	2	17	640	6	0	25	58	17	640	12	31	36	20	13	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	47	3	3	39	42	44	47	7	8	642	47	3	42	47	8	642	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	50	7	7	26	27	41	42	24	24	637	50	7	26	42	24	637	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	3	1	20	0	0	3	60	1	20	638	3	20	0	60	20	638	4	12	28	32	28	638
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	13	1	4	7	27	11	42	7	27	636	13	4	27	42	27	636	6	8	29	29	34	635
B. 30–45 minutes	62	6	5	47	39	55	45	13	11	642	63	5	39	46	11	642	33	10	37	34	19	641
C. 45–60 minutes	20	4	11	10	26	16	42	8	21	639	19	11	26	42	21	639	45	15	44	29	12	645
D. more than 60 minutes	5	0	0	1	11	5	56	3	33	627	5	0	11	56	33	627	16	15	41	28	16	644
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	2	0	0	0	0	2	50	2	50	616	2	0	0	50	50	616	9	14	35	29	22	641
B. two or three days a week	8	2	13	2	13	8	53	3	20	636	8	13	13	53	20	636	26	15	40	30	16	644
C. two or three times each month	21	2	5	13	32	17	41	9	22	638	21	5	32	41	22	638	31	13	43	30	14	644
D. never or almost never	69	7	5	50	37	59	44	18	13	642	69	5	37	44	13	642	34	11	40	31	18	642
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	9	1	6	3	17	11	61	3	17	637	10	5	16	63	16	637	17	8	35	33	24	639
B. two or three days a week	21	3	7	13	32	20	49	5	12	639	21	7	32	49	12	639	28	13	42	30	15	643
C. two or three times each month	34	3	4	25	37	29	43	10	15	641	34	4	37	43	15	641	31	15	43	30	13	645
D. never or almost never	36	4	6	24	34	28	40	14	20	639	36	6	34	40	20	639	23	14	39	30	17	643
<b>Optional school/SAU question</b>																						
A.	20	0	0	0	0	0	0	1	100	622	20	0	0	0	100	622						
B.	20	0	0	0	0	1	100	0	0	628	20	0	0	100	0	628						
C.	40	0	0	1	50	1	50	0	0	636	40	0	50	50	0	636						
D.	20	0	0	0	0	1	100	0	0	630	20	0	0	100	0	630						

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